

Qualitative Research Methods

AEC6932

Fall 2025- 3 credit hours

# Instructor

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Office location: 113-C Bryant Space Science Center

Office hours: Tuesdays 4:00 pm – 5:00 pm

# Class Times Location

Tuesdays, 12:50 pm – 3:50 pm 306 Rolfs Hall

# Course Description

This course is designed to cover concepts relevant to designing and conducting qualitative research. Experiential learning is at the core of this course providing students with opportunities to both apply what they are learning and reflect on the process.

# Course Objectives

Upon completing the course, students will be able to conceptualize and carry out qualitative research. Specifically, students will be able to…

* Understand the philosophical foundations of social research.
* Identify, describe, and apply qualitative research designs and approaches.
* Design and implement rigorous qualitative studies.
* Properly utilize qualitative methods for data collection and analysis.
* Report qualitative research findings to different audiences.

# Instructor Team Communication & Feedback

**Communication** - The instructor and graders are committed to responding to your Canvas and email messages **within 24 hours** when feasible during the work week, Monday through Friday, *except holidays*. The major assignments will be graded, with *meaningful feedback* provided,**within 10 business days of their submission**.

**Individual Learner Interaction** – Education extends beyond the mere transmission of knowledge; it involves providing valuable feedback and maintaining ongoing communication with the learner. The instructor is committed to engaging in one-on-one interactions with each student. This may manifest as detailed feedback on assignment submissions, responses to discussion board posts, or personalized Canvas messages to check in on the student's progress in the course.

**Office Hours**: I set aside dedicated office hours each week both in-person and via Zoom at 4:00 pm on Tuesdays, as indicated in the Contact section above. **But what exactly are office hours?** It is time specifically set aside each week for students to physically or virtually drop in and visit with me. Whether you have questions about the course, assignments, the covered topics, or simply wish to have a casual chat to better get to know each other, these hours are reserved for you. I strongly encourage students to take advantage of these office hours as an enriching experience for academic support and personal connection.

# Requirements

## Textbook:

Students are expected to purchase the following text (available at the University of Florida Bookstores or at online providers):

* Saldaña, J. & Omasta, M. 2022. Qualitative Research: Analyzing Life (2nd Ed.). Thousand Oaks, CA; Sage Publications [ISBN: 9781544372884].
  + This textbook has an associated website where students can find relevant materials for the class, including flash cards to prepare for the quizzes ( <https://edge.sagepub.com/saldanaomasta2e/student-resources>; some of those materials will also be available through Canvas).

-- Supplementary readings will be assigned.

## Technology:

To succeed in this course, you must have access to the following technology:

* Desktop Computer or Laptop
* Audio Capabilities
* Webcam and Microphone for synchronous sessions
* Microsoft Office Programs
  + [Microsoft Privacy Statement](https://privacy.microsoft.com/en-us/privacystatement)
  + [Microsoft Accessibility Information](https://www.microsoft.com/en-us/trust-center/compliance/accessibility)
  + Word - [Microsoft 365 basics video training](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsupport.microsoft.com%2Fen-us%2Foffice%2Fmicrosoft-365-basics-video-training-396b8d9e-e118-42d0-8a0d-87d1f2f055fb&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339169026%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=TLW6NUAxqahJlebtSJzmI6gGZFi5bvKksQmj7nOsgPA%3D&reserved=0)
* Adobe Reader
  + [Acrobat tutorials](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhelpx.adobe.com%2Facrobat%2Ftutorials.html&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339169026%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=hZA7%2FIKCV%2BzbSPu2MjomDnxCbI5usbBdV2%2FMV9lzRso%3D&reserved=0)
  + [Adobe Privacy Statement](https://www.adobe.com/privacy/policy.html)
  + [Adobe Accessibility Statement](https://www.adobe.com/trust/accessibility.html)
* Zoom
  + [Zoom Privacy Policy](https://explore.zoom.us/en/privacy/)
  + [Zoom Accessibility Information](https://explore.zoom.us/en/accessibility/)
* Internet Connection with access to Canvas
* Canvas is the course management system at the University of Florida in which students will find course content, links to video lectures, assignments, quizzes, discussions, and grades. The use of this system will vary by instructor, but the following videos describe the most common tools in Canvas. The [full student guide](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcommunity.canvaslms.com%2Ft5%2FStudent-Guide%2Ftkb-p%2Fstudent&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=584OMZNA3VDOhfbJir6w2cQXUz118ncUvLFwjg063fw%3D&reserved=0) is provided if you have additional questions.
* [Canvas Privacy Policy](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.canvaslms.com%2Fpolicies%2Fprivacy&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=MZOYIJ9jHRaqebfqNW15YE%2F6T%2Biy6S6znresFJaVMrQ%3D&reserved=0)
* [Canvas Accessibility Standards](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-Canvas-accessibility-standards/ta-p/1564)
* **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it.](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.google.com%2Furl%3Fsa%3Dt%26rct%3Dj%26q%3D%26esrc%3Ds%26source%3Dweb%26cd%3D2%26cad%3Drja%26uact%3D8%26sqi%3D2%26ved%3D0CDYQjBAwAQ%26url%3Dhttps%253A%252F%252Fsupport.google.com%252Fchrome%252Fanswer%252F95346%253Fhl%253Den%26ei%3D16T0U_61AZWAygT1vYHoAQ%26usg%3DAFQjCNHFiowHAaPSkTUo-EyAOIeZWDPSCw%26sig2%3DulcujkhFWJawLyO6J0SvpA%26bvm%3Dbv.73231344%2Cd.aWw&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=NJn3IJOjWwtZLgxmHrwwCiuh0EKyquERtWcT9Vs%2FKus%3D&reserved=0)
* University of Florida Email
* Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](https://it.ufl.edu/policies/student-computing-requirements/) page for information on technology requirements and expectations.

## Prerequisite Knowledge:

There are no pre-requisite knowledge or courses required to take AEC6932 Qualitative Research Methods. A basic understanding of research is desirable.

## Expected Technical & Digital Literacy Skills:

Minimum skills required:

* Proficiency in utilizing Canvas and navigating the internet effectively.
* Competence in using email for communication purposes, including sending and receiving messages and managing attachments.
* Familiarity with commonly used word processing applications (such as Microsoft Word or Google Docs), including the ability to create, edit, and format documents.
* Basic computer skills, including understanding fundamental operations like file management, using menus and toolbars, and navigating between different applications.
* Using online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters.
* Analyzing digital information for credibility, currency, and bias.

## Artificial Intelligence (A.I.) Use:

All work submitted in this course must be your own. Contributions from anyone or anything else- including AI sources, must be properly quoted and cited every time they are used. Failure to do so constitutes an academic integrity violation, and I will follow the institution’s policy to the letter in those instances.

# Assignments

## Late Assignment Policy:

A 10% per day deduction will be assessed for assignments turned in late. Work more than a week late will not be accepted. This policy will be strictly enforced. All assignment and online discussion deadlines are critical for your individual success in this course and the success of the course overall. If you feel that you will be unable to meet these deadlines, you must communicate this to the course instructor at least one day before the assignment or discussion posting is due.

## Assignment Points & Explanation:

The overall goal of the course is to provide ample opportunities for students to practice different qualitative research tasks and understand the design/implementation of a rigorous qualitative study. The assignments are listed below with their respective due dates indicated.

Class Attendance & Participation (10% of total grade / 0.77% each week) – This is a key component of this course since the social construction of knowledge is a chief expectation from students; this will be achieved through transformative dialogue in the form of in-class discussion and collaborative hands-on experiences. All students are expected to actively participate in the discussion of the readings and have completed the different analytical exercises assigned for the week before coming to class. Every week the instructor will use lectures, discussions, and/or hands-on activities to help the students acquire and apply knowledge and skills required to design and implement a qualitative study.

Analytic Exercises (60% of total grade / 20% each submission) – This is a collection of weekly exercises, compiled into three different submissions, designed to give students the opportunity to perform the most important tasks at the core of qualitative research. These exercises will help you build your expertise and experience working with qualitative data without the pressure of having to design and implement a full research study.

Quizzes (30% of total grade / 10% each quiz) – These are three short assessments designed to assess to what extent students understand and can apply the foundational concepts of qualitative research.

|  |  |  |
| --- | --- | --- |
| **Deliverable** | **Due Date** | **Total Grade Value** |
| Class attendance & participation (0.77% each) | Weekly | 10% |
| Analytic Exercises (Three; 20% each) | Multiple | 60% |
| Quizzes (Three; 10% each) | Multiple | 30% |
| **Total Points** |  | **1000** |

## Course Grading:

The instructor and teaching assistants will complete the grading process and post grades within 10 business days from the assignment’s due date specified in the syllabus. The points obtained by the student in all the assignments will be added to calculate the final grade in alignment with the Course Grading Scale shown below. Grades will be posted on Canvas where students can securely and privately access them. Please, carefully read the whole syllabus for information on other university’s policies and services relevant to grades and grading – contact the instructor if additional information is required.

A consistent style is used for grading written papers. Primarily, show that you have learned and are able to apply the course material through your writing. In grading, the instructor and teaching assistants look for student’s cognitive understanding and application of theories, principles, concepts, ideas, and approaches that have been covered in readings and the course.

|  |  |  |  |  |  |
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| **Course Grading Scale** | | | | | |
| **A** | 93-100% | **A-** | 90-92.99% | **B+** | 86-89.99% |
| **B** | 83-85.99% | **B-** | 80-82.99% | **C+** | 76-79.99% |
| **C** | 73-75.99% | **C-** | 70-72.99% | **D+** | 66-69.99% |
| **D** | 63-65.99% | **D-** | 60-62.99% | **F** | Below 60% |

## Reading & Assignment Schedule:

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

Please note that the course schedule and syllabus are subject to change. The instructor reserves the right to modify the syllabus, including assignment due dates and course content, as deemed necessary. Any changes will be communicated promptly to ensure you have adequate time to adjust.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Date** | **Topics** | **Readings** | **Due** |
| **1** | 8/26/25 | Course Introduction |  |  |
| **2** | 9/02/25 | Analyzing Life | **QR:AL** Preface & Ch. 1 |  |
| **3** | 9/09/25 | Field Sites and Participant Observation | **QR:AL** Ch. 2 |  |
| **4** | 9/16/25 | Documents, Artifacts, Visual, and Digital Materials | **QR:AL** Ch. 3 |  |
| **5** | 9/23/25 | Interviews (Part 1) | **QR:AL** Ch. 4 | *Analytic Exercises 1*  *Quiz 1* |
| **6** | 9/30/25 | Interviews (Part 2) | **QR:AL** Ch. 5 |  |
| **7** | 10/07/25 | Qualitative Methodologies & Research Design | **QR:AL** Ch. 6 |  |
| **8** | 10/14/25 | Qualitative Research Design | **QR:AL** Ch. 7 |  |
| **9** | 10/21/25 | Analysis to Synthesis (Part 1) | **QR:AL** Ch. 9 | *Analytic Exercises 2*  *Quiz 2* |
| **10** | 10/28/25 | Analysis to Synthesis (Part 2) | **Additional Readings** |  |
| **11** | 11/04/25 | Analysis to Synthesis (Part 3) | **QR:AL** Ch. 10 |  |
| **12** | 11/18/25 | Write-ups | **QR:AL** Ch. 11 |  |
| **13** | 12/02/25 | Presentations and Professional Development | **QR:AL** Ch. 12 | *Analytic Exercises 3*  *Quiz 3* |

# University-Wide Policies and Student Support Services

As part of the updated University of Florida Syllabus Policy, this course syllabus refers students to a central online resource that contains the most current university-wide academic policies and student support services. Using this shared link helps ensure that all students receive accurate, consistent, and up-to-date information.

Students are expected to visit and review the centralized UF Syllabus Policy page at: [UF Syllabus Policy Link](https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/). Throughout the term, students are strongly encouraged to return to this page regularly to stay updated on important university expectations and explore available resources. The page includes information on topics such as:

**Academic Policies**

* Attendance requirements and make-up work procedures
* Academic accommodations for students with disabilities
* Grading standards and grade point policies
* Course evaluation instructions and portals
* Student Honor Code and University Honesty Policy
* Guidelines governing the recording and use of class lectures

**Academic Resources**

* E-learning support and technology assistance
* Career and counseling services (Career Connections Center)
* Library access and help services
* Study skills support and tutoring (Teaching Center)
* Writing support (Writing Studio)
* Complaint procedures and academic grievance resources
* UF Student Success Initiative resources

**Campus Health & Wellness**

* Physical, mental, and emotional health services
* Safety and support programs
* UF Whole Gator wellness tools

## Disclaimer About Syllabus

Serious effort and consideration were used in formulating the syllabus presented by the instructor. While viewed as an educational contract between the instructor and student, unforeseen events may cause changes to the scheduling of assignments, readings, etc. The instructor reserves the right to make any changes deemed necessary to best fulfill the course objectives. Students registered for this course will be made aware of any changes in a timely fashion using reasonable means. This disclaimer does not abrogate any student rights as described by University rules and regulations.